

**THE CONTRIBUTION OF GRAMMAR MASTERY TOWARD  
SPEAKING ABILITY OF SECOND YEAR STUDENT AT MAN 2  
MODEL PEKANBARU**



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PEKANBARU  
1433 H/2012 M**

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Thesis

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## **ABSTRACT**

**Rahmi Soraya(2011): “The Contribution of Grammar Mastery toward Speaking Ability at the Second Year Students of MAN 2 Model Pekanbaru”.**

The success of English students is generally seen through the speaking ability. Nowadays, although students have learned English for years, many of them are still incapable of speaking English correctly. The second year students' speaking ability of MAN 2 Model Pekanbaru still had problem. They could speak English but it was still not really good, they understood the messages when someone was speaking with them, but they could not speak English correctly. Because they still did not know use grammar while they were speaking. So, this problem influenced their speaking ability.

Based on the problem above, the writer would like to find out grammar mastery and speaking ability, and whether there was a contribution of grammar mastery toward their English speaking ability of second year students at MAN 2 Model Pekanbaru.

The design of this research was correlation study. This study tried to find out the contribution of grammar to English speaking ability. The writer took 30 students of second year as research subjects. In collecting data, the writer used a grammar test and oral test. The writer used SPSS 16 to analyze the data.

From result of data analysis, it could be concluded the students' grammar mastery was enough and their speaking ability was less. The value of coefficient correlation ( $r$ ) =0.616. And it showed that there was significance contribution of grammar mastery to speaking ability which was showed by the result of t-computed bigger than t-table.

From the result above, it could be concluded that there was positive contribution of Grammar Mastery toward Speaking Ability of Second Year Students at MAN 2 Model Pekanbaru.

## ABSTRACT

**Rahmi Soraya, (2011): “Kontribusi dari Penguasaan Struktur Kalimat terhadap Kemampuan Berbicara Siswa di Kelas Dua MAN 2 Model Pekanbaru”.**

Siswa yang menguasai bahasa Inggris biasanya memiliki kemampuan berbicara bahasa Inggris dengan baik. Belakangan ini, walaupun siswa telah belajar bahasa Inggris bertahun-tahun lamanya, banyak dari mereka masih belum dapat berbicara dalam bahasa Inggris dengan baik. Siswa kelas dua di MAN 2 Model Pekanbaru, sebenarnya masih memiliki masalah. Mereka bisa berbicara dalam bahasa Inggris tapi tidak begitu baik, mereka dapat memahami seseorang bila berbicara dengan bahasa Inggris, tapi mereka masih belum bisa berbicara dengan bahasa Inggris dengan baik. Karena mereka masih belum bisa atau paham bagaimana menggunakan struktur kalimat dengan benar saat berbicara bahasa Inggris. Jadi, masalah ini sangat berpengaruh ketika berbicara bahasa Inggris.

Berdasarkan masalah diatas, penulis akan mengetahui penguasaan struktur kalimat dan berbicara bahasa Inggris, dan apakah ada hubungan yang signifikan antara penguasaan struktur kalimat dan kemampuan berbicara bahasa Inggris siswa kelas dua MAN 2 Model Pekanbaru.

Disain dari penelitian ini adalah mencari kontribusi. Penelitian ini mencari hasil dari penguasaan struktur kalimat dan kemampuan berbicara bahasa Inggris. Penulis telah mengambil 30 siswa sebagai sample untuk subjek penelitian. Untuk mengumpulkan data penulis menggunakan sebuah test tertulis dan sebuah tes lisan. Penulis menggunakan SPSS 16 untuk menganalisis data.

Berdasarkan hasil dari data analisis adalah penguasaan siswa terhadap struktur kalimat bahasa Inggris adalah cukup dan kemampuan siswa dalam berbicara bahasa Inggris adalah kurang. Hasil dari koefisien hubungan antara dua variable adalah 0,616. Dan ini menunjukkan adanya kontribusi yang signifikan antara penguasaan struktur kalimat dengan kemampuan berbicara bahasa Inggris yang dapat dilihat dari hasil t-hitung lebih besar dari pada t-table .

Berdasarkan hasil diatas, dapat disimpulkan bahwa adanya kontribusi positif dari penguasaan kalimat terhadap kemampuan berbicara siswa kelas dua di MAN 2 Model Pekanbaru.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Speaking is one of four language skills that must be studied by senior high school students. Even though it is an obligatory skill in English language teaching, speaking is often considered timid, so that many teachers and students avoid teaching and learning it. The success of English learning is seen generally through the speaking ability. According to Kalayo many language learners regard speaking ability as a measure of knowing a language<sup>1</sup>, so that the students' success of English learning can be seen from the ability of speaking English. Because speaking should improve students' communication and learn how to use language.

Based on the Basic Competence of speaking for the Second Year Students of Senior High School, the students can express the meaning of transactional conversation, formal interpersonal (socialized) and sustained by using variety oral language accurately, fluently and acceptable in their daily context of live<sup>2</sup>. So, the students have to reach the speaking basic competence in order to get the speaking ability. Besides Leech<sup>3</sup> say that the main function of language is to communication with other people. But many students still could not speak English well and it made their communication also not good. According to Georgery that

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<sup>1</sup> Hasibuan, Kalayo and Ansyari, Fauzan. *Teaching English as a Foreign Language*. (Pekanbaru: Alfa Riau, 2007), p.101

<sup>2</sup> MAN 2. *Syllabus Kelas 2 MAN 2*. (Pekanbaru: unpublished, 2008), p. 13

<sup>3</sup> Leech, et.all, *English Grammar for Today*. (London: The MACMILLAN PRESS LTD, 1993), p.12

student can speak to listeners but if the listeners do not understand the message in the way they meant it to be understood, they have failed to communicate<sup>4</sup>.

The students could not speak English well because they did not know how to speak English well. Leech<sup>5</sup> says that if students are communicating effectively with language, then they must be following the rule. As we know the rule here is grammar. So, grammar is the important for speaking in order to get communication well. According to Scacella and Oxford<sup>6</sup> Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics with regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. This implies that the students should understand English language structures accurately to become fluent. In literature, the resources of the language, including grammar, are used not only for efficient communication of ideas, but also for effective communication<sup>7</sup>. So, we know that if the students want to be a good speaker, they should be a master of grammar. And Hornby<sup>8</sup> also says that a student who wishes to speak and write English correctly concerned with grammatical correctness. That means grammar and speaking are two significant poles in foreign language acquisition that it seems, there are nearly related activities.

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<sup>4</sup>Gregory. *Public Speaking for College and Career*. (Boston : McGraw-Hill,1990), p.3

<sup>5</sup>Leech, et.all. Log. Cit.p.13

<sup>6</sup> Scarcella, R.C., & Oxford, R.L. (1992). *The tapestry of language learning: The individual in the communicative classroom*. (Boston, MA: Heinle & Heinle,1992), p. 141.

<sup>7</sup> Leech, et.all. Log. Cit.p.5

<sup>8</sup> Hornby,As. *Oxford Advanced Learners' Dictionary of current English*. (Oxford:Oxford University Press,1994) p.28

According to curriculum for Second Year students of Senior High School<sup>9</sup> the purpose of speaking English is the students are able to express idea in monolog text that included report, narrative and analytical exposition in their daily live. That means the students should be able to communicate each others by speaking English. The base competence of speaking for students of senior high school is that the students are able to speak and explain many kinds of meaning (interpersonal, ideational, textual) in all of the contexts orally that have communicative purpose, structure texts and the particular linguistic. The students are supposed to get the main purpose of curriculum that has been designed. But the problem is that the students are still not aware about it, so the writer will explain more about this problem in her research.

Many students have difficulties to speak English, but they have good grammar. They always stuck when they are speaking because they do not know how to use grammar while they are speaking. They can write sentences correctly but they can not speaking accurately. Students of MAN 2 Model Pekanbaru always get confused in speaking. They are afraid of their speaking is mistakes. Sometimes, they think that they are right if they are speaking. In short, they have problem in their speaking because they scare to make mistakes.

Shortly, during the writer's observation at Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru, there are some phenomena dealing with students' English speaking achievement:

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<sup>9</sup> MAN 2. *Kurikulum Kelas 2 Madrasah Aliyah Negri 2*. (Pekanbaru: unpublished, 2008), p. 15

1. Some of the students are not able to express the opinion in narrative monolog, accurately and fluently, but they can write sentences correctly.
2. Some of the students are not able to express ideas by using English pattern dealing with present tense, past tense and future tense.
3. Some of students are unable respond the question by using passive sentence
4. Some of the students are not able to respond question accurately.
5. Some of the students are not able to express the question accurately

Thus, the writer regards conducting a research on this area. Therefore, the writer is interested in carrying out a research entitled:

**THE CONTRIBUTION OF GRAMMAR MASTERY TOWARD SPEAKING ABILITY AT SECOND YEAR THE STUDENTS OF MAN 2 MODEL PEKANBARU.**

**B. The Reason of Choosing the Title**

The reasons why the writer is very interested in carrying out a research on the topic above are based on several considerations:

1. The writer is very interested in carrying out this research to know the significant contribution of grammar mastery toward the students' speaking ability.
2. This research is relevant to her status as an English student of English Education Department of State Islamic University SUSKA Riau.

**C. The Problem**

1. **Identification of the problem.**

From the background and phenomena of problems that appear, we can identify capability of the students' speaking subject. The problem of this research is identified in the following question:

1. Why are some of the students unable express the opinion in narrative monolog, accurately and fluently, but they can write sentences correctly?
2. What makes some of the students' unable express idea by using English pattern dealing with present, past and future tense?
3. Why are some of the students unable respond the question by using passive sentence?
4. Why are some of the students unable to respond question accurately?
5. Why are some of the students unable express the question accurately?

## **2. Limitation of the problem.**

There are many aspects of the problem faced by second year students of MAN 2 MODEL. In this research the writer limits the contribution of grammar mastery toward the students' speaking ability. In order to avoid misunderstanding about this research later, the writer uses English grammar pattern, only focused on tenses (present, past and future tense) and speaking ability focused on narrative text.

## **3. Formulation of the problem**

In correlation with background and problem above. The writer found some formulation of problem. The writer specifies them in the following items:

1. How is the grammar mastery of the second year students of MAN 2 Model?
2. How is the speaking ability of the second year students of MAN 2 Model?
3. Is there any significant contribution of grammar mastery toward speaking ability of the students of second year of MAN 2 Model?

**D. The Objectives of the Research.**

- a. To know the grammar mastery of the second year students of MAN 2 Model.
- b. To know the speaking ability of the second year students of MAN 2 Model.
- c. To know whether there is a contribution of grammar mastery toward speaking ability of second year students of MAN 2 Model.

**E. The Need of the Research**

- a. For helping teachers to teach and increase students' speaking ability
- b. For giving the valuable contribution to English teacher in conducting learning and teaching process especially about the contribution of students' grammar mastery toward their speaking ability.
- c. After knowing the influence of having grammar mastery upon English speaking ability, the teacher can motivate the students to improve their mastery of grammar.

**F. The Definition of the Term.**

1. Contribution means act of contributing<sup>10</sup>. In this research, the grammar mastery has contribution to speaking ability.

2. The Students' Mastery in Grammar

- a. Mastery is a complete or the state of having control over something superiority in competition or through knowledge<sup>11</sup>.
- b. Grammar consists of principle or rules that allow you to create an infinities number or possible sentences out of an infinities number word<sup>12</sup>.
- c. Grammar mastery is the students' skill or knowledge in comprehending grammar.

3. The Students' Ability in Speaking

- a. Students are anyone who studies or who is devoted to the acquisition of knowledge<sup>13</sup>.
- b. Ability means power or skill required to do something.

So, the students' ability in speaking means the power of anyone who studies at Senior High School in understanding speaking.

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<sup>10</sup> Irawan, Prasetya. *Logika dan Prosedur Penelitian*. (Jakarta:STIA-LAN Press,1999), p.292

<sup>11</sup> Hornby .S. A. Log. Cit. p.523

<sup>12</sup> Veit, Richard. Log.Cit.p.6

<sup>13</sup> Hornby. Log. Cit.p.859

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Theoretical Framework**

##### **1. The Concept of Speaking Ability**

###### **a. An Introduction of Speaking Ability.**

Speaking is one of the skills that should be mastered by students in learning English. To most people, mastering speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Lado ( 1997 in sukrawati) <sup>1</sup> says that speaking ability can be defined as the ability to use in an essential normal communication, situation and signaling system of pronunciation, stress, intonation, grammatical structure and vocabulary of foreign language. Therefore, English speaking is very important to be taught for students. Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing one self in words; making speech. While skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling,

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<sup>1</sup> Sukrawati, *the Effectiveness of Using Small-Group Discussion Strategy in Improving the Second Year Students' Speaking Skill of Islamic Boarding School Dahrun Nahdhah Thawalib*.(Pekanbaru: Faculty of teacher and Educational:unpublished,2010), p. 1



thoughts, and need orally<sup>2</sup>. According to Evelyn<sup>3</sup>, there are five components that influence speaking:

#### 1. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

#### 2. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

#### 3. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

#### 4. Appropriated means that the ability to use language appropriately in communication. Hymes states in Evelyn<sup>4</sup> that using language

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<sup>2</sup> Hornby. Log.Cit., p.826

<sup>3</sup> Esjelyn .R. Evelyn. *English Made Easy*. (Jakarta: Kesaint Blanc, 2008), p. 54-59

<sup>4</sup> Esjelyn.Ibid. p. 64

appropriately have to consider some variables, such as setting, participant and purpose.

## 5. Conventional

According to Pawley and syder<sup>5</sup>, the ability to use routines contributes to the sense of naturalness and nativeness about a person's speech. From the statement conventional is the ability of learners of express their feeling correctly and spontaneity.

### **b. Speaking Ability Factors**

Speaking is a complex skill. In addition, to know the sound structure and grammar system of language, the speaker should think the idea that she or he wishes to express. Actually there are two main factors:

#### 1. Internal factors.

These factors come from the students themselves that consist of physiological aspect (the organ body) and psychological aspect such as intelligence, attitudes, interest, talent and motivation.

#### 2. External factors

These factors consist of social environment such as: family, teacher, staffs, society, and friends; and non social environments such as: house, school equipment and atmosphere.

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<sup>5</sup> Esjelyn.Ibid. p. 70

### **c. Teaching Speaking**

According to Hornby <sup>6</sup>teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. The process of speaking skill has happened or proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Teaching speaking, in my opinion, is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech. Kalayo states <sup>7</sup>that to help students develop communicative efficiency teachers can use a balance activities:

- a. Language input: come in the form of teacher talk, listening activities, reading passage, and language heard and read out side class. So the

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<sup>6</sup> Hornby. Log.Cit., p. 886

<sup>7</sup> Kalayo,H. Log.Cit., p.101-112

students can learn speaking from the all situation, and it makes them to mature to practice speaking English.

b. Structured Output Activities

1. Information Gap Activities: students complete the task by obtaining missing information, a feature the activities have in common with real communication.
2. Jigsaw Activities: activities are more elaborate information gap activities that can be done with several partners.

c. Communicative Output Activities:

1. Role Plays: students are assigned roles and put into situations that they may eventually encounter outside the classroom.
2. Discussions: like role plays, success when the instructor papers students first, and then gets out of way.

We know that many problem students found when they want to learn to speak English, they need to improve their speaking ability if they want to be successful. There are stated different goals and several different dimensions that speakers need to achieve. Godwin <sup>8</sup>said that they are:

1. Functional intelligibility: argued that learners should be able to speak an intelligible foreign language, that is to say, listeners need to understand the learner's message without huge efforts.

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<sup>8</sup> Godwin, Janet. *Teaching English as a Second or Foreign Language*. ( Boston: Heinle-Heinle. 2001), p. 118

<sup>22</sup> Sidney, Greenbaum and Gerald Nelson. *An Introduction to English Grammar*.(London: Longman,2002), p. 1

2. Functional communicability: learners also need to be successful in a 'specific communicative situation'.
3. Increased self-confidence: they need to 'gain confidence in their ability to speak and be understood'.
4. And speech-monitoring abilities: they need to monitor and control their own production by paying attention to their own speech.

Based on the explanation above, we know that if the student wants to be successful in speaking English, they have to consider about five components in the speaking and grammar is important one of those components. Because of that, the writer will explain about grammar concept.

## **2. The Concept of Grammar Mastery.**

### **a. An Introduction of Grammar Mastery.**

According to Sidney and Gerald <sup>9</sup>, grammar is referring to the set of rules that allow us to combine words in our language into larger unit. And according to Leech,<sup>10</sup> grammar is referring to the mechanism according to which language works when it is used to communicate with other people. From the statements above the writer concludes that grammar is the basic principle in structure to create the sentences. Grammar can help you to understand the words that you are now reading as well speaking and writing the words and sentences of your own. So, grammar is very important to be understood in learning English language, because grammar is the central

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<sup>10</sup> Leech et al. Log. Cit., p.3

component of language. According to Sidney and Gerald<sup>11</sup>, grammar consists of:

## **1. Sentences**

### **A. What is a sentence?**

Grammar deals with the rules for combining words into larger units. The largest unit that is described in grammar is normally the sentence. Combinations of words that conform those patterns are then grammatical sentences.

### **B. The types of sentence.**

There are four major types of sentences:

1. Statements are used chiefly to convey information. example: She was attracted to an open-air job.
2. Questions are used chiefly to request information. Example: Where will you be going for your holiday?
3. Directives are used chiefly to request action. Example: Take a seat
4. Exclamations are used chiefly to express strong feeling. Example: What a good friend you are!

### **C. Sentences are either positive or negative.**

If an auxiliary ('helping') verb is present, we can usually change a positive sentence into a negative sentence by inserting *not* or *n't* after the auxiliary. In the following examples, the auxiliaries are *has*, *is*, and *can*:

Positive: Nancy *has* been working here for over a year.

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<sup>11</sup> Sidney and Gerald. Op.Cit. p.15-132

Negative: Nancy *has not* been working here for over a year.

C. Sentences are either active or passive.

We can often choose whether to make a sentence active or passive.

The choice involves differences in position and differences in the form of the verb:

Active: Charles Dickens wrote many novels.

Passive: Many novels were written by Charles Dickens.

## **2.The Part of the Simple Sentence**

a. Structure, form, function

Sentence has a structure in that there are rules that decide the units that can co-occur in the sentence and the order in which they can occur.

Every sentence has own function. It is based on the sentence itself.

b. Subject, predicate, verb

It is traditional to divide the sentence into two main constituents: the subject and the predicate. The predicate consists of the verb and any other elements of the sentence apart from the subject

c. Transitive and intransitive sentence

Transitive sentence, If a main verb requires a direct object to complete the sentence, it is a transitive verb. The term 'transitive' comes from the notion that a person (represented by the subject of the sentence) performs an action that affects some person or thing.

Example: Helen received *my email* (dO).

Intransitive sentence, If a main verb does not require another element to complete it, the verb is intransitive. Example: *The protestors (S) were demonstrating (V)*

### 3. **Word classes**

Word classes such as noun, verb, adjective, etc., are traditionally called parts of speech. There are not a fixed number of word classes. We can set up as many classes and subclasses as we need for our analysis. The more detailed our analysis, the more classes and subclasses we need. Word classes can be divided into open classes and closed classes. Kinds of word classes: noun, verb main, adjective, adverb, pronoun, determine and auxiliary.

### 4. **Tenses**

Besides the components of grammar above, there is one thing that we should consider in every language. Grammar has many patterns that depend on situation and condition, generally called by tenses. According to Graham<sup>12</sup> there are three absolute tenses:

1. Present: location at the moment of speaking or writing, or an extended period including the moment of speaking and writing.
2. Past : a time before the moment of speaking or writing
3. Future: a time after the time of speaking or writing

Actually, there are still many other patterns related to grammar. It shows that grammar is a changing that depends on the time. It means

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<sup>12</sup> Lock, Graham. *Functional English Grammar*. (USA: Cambride University Press, 1996). p. 148



talking about grammar is also talking about how to arrange the words or the sentences.

#### **b. Teaching Grammar.**

Brown states there are techniques in teaching grammar.<sup>13</sup>

1. Using Charts.
2. Using object. Object brought into classroom not only lives up the context but provides some kinesthetic, hand-on dimension to your teaching. To teach the possessive to beginning level students, for example, bring in a few things like: a necklace, a purse, and some glasses. Then ask them to build sentences by using those objects.
3. Using map and simple drawing
4. Using dialogues
5. Using written text.

Teaching grammar is not easy; the teacher should be able to know about their goal carefully. The teachers have to know the purposes when they teach their students about grammar, according to level of the students. According to Graham<sup>14</sup>, to avoid teaching grammar being again discredited, there are a number of things that happen:

1. First, teaching needs to be informed by descriptions of grammar.
2. Second, grammar teaching needs to be integrated into teaching of speaking, listening, writing and reading skills.

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<sup>13</sup> Brown .H. Douglas. *Principles of Language in Learning and Teaching*. (New Jersey: Prentice Hall,Inc, 1994), p.354-359

<sup>14</sup> Graham, Op.Cit. p.276

3. The last, grammar needs to be taught through engaging learners in meaningful and motivating activities.

## **B. The Relevant Research**

### **1. A Research from Suminiati**

In 2006 Suminiati conducted a research entitled “An Analysis of Sentences Structure Used by Students in Speaking English at Fourth Semester of English Education Department of Tarbiyah and Teachers’ Training faculty of State Islamic University. She found out the result of sentence structure used by students in speaking was low.

### **2. A Research from Parnaz Kianiparsa**

In 2005 Parnaz Kianiparsa conducted a research, entitled “The Effect of Grammar Learning on Speaking Ability of EFL Learners”. In line with the literature, the result of the paper depicted that in some Iranian EFL learners’ point of view, learning grammar is effective in speaking English as a foreign language. These kinds of descriptive researches can introduce new ideas in ELT to improve EFL teachers’ knowledge in different aspects of language learning. Also, more studies can be done in finding the effect of grammar instruction on learning other skills, such as reading, writing, and listening.

## **C. The Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this research, there are two variables: grammar mastery as

(X) variable and speaking ability as (Y) variable. To measure each variable the writer will identify them in some indicator as follows:

**a. The indicators of grammar mastery**

**1. The Indicator of Grammar Mastery of Simple Present Tense**

- a. The students are able to identify the appropriate verb form for first singular and plural person as subject.
- b. The students are able to identify the appropriate verb form for second singular and plural person as subject.
- c. The students are able to identify the appropriate verb form for third singular and plural person as subject.
- d. The students are able to identify the appropriate verb be form.
- e. The students are able to identify the adverb of time.

**2. The Indicator of Grammar Mastery of Simple Past Tense**

- a. The students are able to identify the appropriate verb form for first singular and plural person as subject.
- b. The students are able to identify the appropriate verb form for second singular and plural person as subject.
- c. The students are able to identify the appropriate verb form for third singular and plural person as subject.
- d. The students are able to identify the appropriate verb be.
- e. The students are able to identify the adverb of time

**3. The Indicator of Grammar Mastery of Simple Future Tense**

- a. The students are able to identify the appropriate verb form for first singular and plural person as subject.
- b. The students are able to identify the appropriate verb form for second singular and plural person as subject.
- c. The students are able to identify the appropriate verb form for third singular and plural person as subject.
- d. The students are able to identify the appropriate verb be form.
- e. The students are able to identify the adverb of time.

**b. The Indicators of Speaking Ability Can be Seen in Four Categories:**

1. The students are able to express their ideas with good pronunciation
2. The students are able to express their ideas with good grammar
3. The students can express their ideas fluently
4. The students can express their ideas with appropriate vocabulary
5. The students are able to express their ideas with good comprehension.

To analyze the data of speaking the categories proposed by Hughes<sup>15</sup>, as followed:

1. Accent

**TABLE I.1**  
**ACCENT**

Score	Requirement
5	Has few traces of foreign accent
4	Always intelligible, though one is conscious of a definite accent

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<sup>15</sup> Hughes, Arthur. *Testing for Language Teachers*. (London: Cambridge university press, 2003), pp:131-132.

3	Pronunciation problems necessities concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
1	Pronunciation problems so serve as to make speech virtually unintelligible.

## 2. Grammar

**TABLE I.2  
GRAMMAR**

Score	Requirement
5	Making few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and word order that do not. However, obscure meaning.
3	Makes frequent errors of grammar and word that occasionally obscure meaning.
2	Grammar and word order make comprehension difficult. Must often rephrase sentences or restrict him/her to basic pattern.
1	Error in grammar and word order so serve as to make speech virtually unintelligible.

## 3. Fluency

**TABLE I.3  
FLUENCY**

Score	Requirement
5	Speech as fluency and effortless as that a native speaker
4	Speed of speech seems to be slightly affected by language problem
3	Makes frequent errors of grammar and word that occasionally

2	Usually hesitate; often into silence by language limitation
1	Speech is also halting and fragmentary as to make conversation virtually

#### 4. Vocabulary

**TABLE I.4  
VOCABULARY**

Score	Requirement
5	Use vocabulary and idiom is virtually that of a native speaker
4	Sometimes uses inappropriate term and or must rephrase ideas because of lexical inadequate vocabulary
3	Frequently uses the wrong words, conversations somewhat limited because of inadequate vocabulary
2	Misuse use of word and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitations as extreme as to make conversation virtually impossible.

#### 5. Comprehension:

**TABLE I.5  
COMPREHENSION**

Score	Requirement
5	Appears to understand every without difficult
4	Understanding nearly everything at normal speed although occasionally repetition may be necessary
3	Understanding meet of that is said at slower that normal speech with repetition
2	Having great difficult following what is said that, can comprehend only social conversation, spoken slowly and with frequently repetition
1	Unable to be said to understand even simple conversation English.

Based on Hughes, the category of speaking ability test or oral test can be seen in the following table:

**TABLE I.6.**  
**CATEGORY AND SCALE OF SPEAKING**

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

#### **D. The assumption and the Hypothesis**

##### **1. The Assumption**

In this research, the writer assumes that:

- a. Each student is different speaking ability.
- b. The students' grammar mastery is varied

##### **2. The Hypothesis**

- a.  $H_0$ : there is no significant contribution of the second year students' grammar mastery toward their speaking ability.
- b.  $H_a$ : there is a significant contribution of the second year students' grammar mastery toward their speaking ability.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

In this research the writer chose the design of this study about correlation. Gay and Airasian<sup>1</sup> say that correlational research involves collecting data to determine whether and to what degree a relationship exists between two variables.

It is because of the aim of this study is to find out the relationship between two variables (grammar mastery and English speaking ability).

#### **B. The location and the Time of research**

The research was be conducted at Second Years Students Islamic Senior High School (MAN) 2 Pekanbaru. The research was done for two months, started from April until May 2011.

#### **C. The Subject and object of Research**

The subject of the research was the second year students of MAN 2 MODEL Pekanbaru. The object was the contribution between grammar mastery and speaking ability at the second year students of MAN 2 MODEL Pekanbaru.

#### **D. The Population and the Sample of the Research**

The totals of populations of the second year students of MAN 2 Model Pekanbaru are 135 students. They are divided into 5 classes. Because the

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<sup>1</sup> L.R. Gay and Peter Airasian. *Educational Research Competence Analysis and Application*. (New Jersey L: Prentice Hall, Inc, 2000), pp. 345

amount of the population more is than 100, it is better to take 25 % or more from the population to be the sample (Suharsimi: 2002, 120). In this research took 25% from the population that is 30 students as the sample by using proportional random sampling. The amount of sample will be shown in the table below:

**TABLE II.1**  
**SAMPLE OF THE RESEARCH**

<b>Class</b>	<b>Total of Students</b>	<b>Percentage</b>	<b>Sample Taken</b>
Class XII Science 1	28	25%	7
Class XII Science 2	27	25%	6
Class XII Social 1	27	25%	6
Class XII Social 2	27	25%	6
Class XII Language	26	25%	6
<b>TOTAL</b>	<b>135</b>		<b>30</b>

#### **E. The Data Collection Techniques**

In this research the writer used test as instrument to collect data. The test was used to find out the students' grammar mastery and their speaking ability. So the writer used two kinds of test:

1. Written test. It used to determine the students' grammar mastery by giving some question dealing with grammar. The test was in multiple choices. It can be showed from following table:

**TABLE II.2**  
**GRAMMAR MASTERY TEST**

No	Tense	Item	Total
1.	Simple Present Tense	1,2,3,4,5,6,7	7
2	Simple Past Tense	8,9,10,11,12,13,14	7
3	Simple Future Tense	15,16,17,18,19,20	6

2. Oral test. The writer gave the students an oral test covered through verbal essay. The students were tested based on the items: The students are able to tell short story in free topic. Each student given five minutes.

#### **F. The Validity and Reliability of the Test**

##### **1. Validity**

Before the tests were given to the sample, both of tests had been tried out to 30 students at the second year. In this research, the writer did twice time try out. The purpose of try out is to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty is determined as the proportion of correct responses. The formula for item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where P : Index of difficulty or Facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

The standard level of difficulty used is  $<0,30$  and  $>0,70^2$ . It means that the item test that accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

The try out result will be shown by some following tables:

**TABLE II. 2**  
**The Students are Able to Indentify Simple Present Tense**

variable	Identifying Simple Present Tense							N
item no	1	2	3	4	5	6	7	20
Correct	13	12	20	14	20	20	18	
P	0.53	0.43	0.53	0.38	0.53	0.53	0.62	
Q	0.47	0.57	0.47	0.62	0.47	0.47	0.38	

Based on the table above, the proportion of correct answer for item number 1 shows the proportion of correct 0.53, item number 2 shows the proportion of correct 0.43, item number 3 shows the proportion of correct 0.53, item number 4 shows the proportion of correct 0.38, item number 5 shows the proportion of correct 0.53, item number 6 shows the proportion of correct 0.53 and item number 7 shows the proportion of correct 0.62.

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<sup>2</sup> Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*.(Jakarta:2009.).pp.210

based on the standard level of difficulty “p”  $< 0.30$  and  $> 0.70$  , it is pointed out that difficulties in easy of each items number for identifying Simple Present Tense are accepted.

**TABLE II.3**  
**The Students are Able to Identify Simple Past Tense**

Variable	Identifying Simple Past Tense							N
Item no	8	9	10	11	12	13	14	20
Correct	23	20	20	12	19	20	15	
P	0.73	0.53	0.53	0.43	0.57	0.39	0.53	
Q	0.27	0.47	0.47	0.57	0.43	0.61	0.43	

Based on the table above, the proportion of correct answer for item number 8 shows the proportion of correct 0.73, item number 9 shows the proportion of correct 0.53, item number 10 shows the proportion of correct 0.53, item number 11 shows the proportion of correct 0.43, item number 12 shows the proportion of correct 0.57, item number 13 shows the proportion of correct 0.39 and item number 14 shows the proportion of correct 0.53. Based on the standard level of difficulty “p”  $< 0.30$  and  $> 0.70$  , it is pointed out that difficulties in easy of each items number for identifying Simple Past Tense are accepted for number 9 until 14, but for number item 8 is rejected, because the proportion of correct is  $0.73 > 0.70$ , so it is rejected.

**TABLE II.4**

### The Students are Able to Identify Simple Future Tense

Variable	Identifying Simple Future Tense						N
Item no	15	16	17	18	19	20	20
Correct	20	20	19	18	8	19	
P	0.53	0.53	0.62	0.57	0.26	0.57	
Q	0.47	0.47	0.38	0.47	0.74	0.47	

Based on the table above, the proportion of correct answer for item number 15 shows the proportion of correct 0.53, item number 16 shows the proportion of correct 0.53, item number 17 shows the proportion of correct 0.62, item number 18 shows the proportion of correct 0.57, item number 19 shows the proportion of correct 0.26 and item number 20 shows the proportion of correct 0.57. Based on the standard level of difficulty “p” <30 and >70 , it is pointed out that difficulties in easy of each items number for identifying Simple Future Tense are accepted for number 15,16,17,18 and 20. But for number item 19 is rejected, because the proportion of correct is  $0.26 < 0.30$ , so it is rejected.

To find the validity of test, the writer use following formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} = \frac{923}{\sqrt{(1597.1 \times 954)}}$$

$$r_{xy} = \frac{932}{1228.5} = 0,75$$

The result of analysis of the test:

1. 0.801-1.000 is very high
2. 0.601-0.800 is high
3. 0.401-0.600 is enough
4. 0.201-0.400 is low
5. 0.000-0.200 is very low

From the result of validity above, it can be concluded that the tests is valid because it is in level of “high”. To clear see appendix 7.

**TABLE II.5**  
**THE RESULT OF TRY OUT**

<b>NUBER OF ITEMS</b>	<b>CORRECT NUMBER</b>	<b>INDEXOF DIFFICULTIES</b>	<b>ACCEPTED</b>
1	13	0.53	A
2	12	0.43	A
3	20	0.66	A
4	14	0.38	A
5	20	0.66	A
6	20	0.66	A
7	18	0.60	A
8	23	0.73	R
9	20	0.66	A
10	20	0.66	A
11	12	0.43	A
12	19	0.63	A
13	20	0.66	A

14	15	0.53	A
15	20	0.66	A
16	20	0.66	A
17	19	0.63	A
18	18	0.60	A
19	8	0.26	R
20	19	0.63	A

## 2. Reliability

A reliability test is one whose result, not greatly affected by a change in the conditions under in which it is given and marked<sup>3</sup>. Reliability is necessary characteristic of any good test. Based on Joko <sup>4</sup> there are many methods to test, such as formula from Speatman-Borwn, Rulon, Flanagan, Cronbach's alpha. In this research, the writer used Hoyt formula to know the reliability of grammar test and for speaking test writer using interrater. Base on Gay<sup>5</sup> interrater reliability refers to the scoring reliability of two (or more) independent scorer. See appendix 3.

To obtain the reliability of test given, the writer used formula as follow:

First Step: Quadrant Respondent

$$Jk(r) = \frac{\sum X_t^2}{K} - \frac{(\sum X_t)^2}{K \times N}$$

Where :

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<sup>3</sup> Nation, I.S.P and Jonathan,Newton. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge,2009),pp.168

<sup>4</sup> Sulisty, Joko. *6 Hari Jago SPSS 17*.(Yogyakarta: Cakrawala. 2010).pp.46

<sup>5</sup> L.R. Gay and Peter Airasian. *Log.Cit*. P. 175



$J_k(r) = \text{Quadrant Respondent}$

$X_t = \text{Score every respondent}$

$K = \text{Item}$

$N = \text{Respondent}$

$$J_k(r) = \frac{4859}{18} - \frac{360}{18 \times 30} = 271.66 - 246 = 25.66$$

Second Step: Quadrant Item

$$J_k(i) = \frac{\sum B^2}{K} - \frac{(\sum X_t)^2}{N}$$

Where :

$J_k(i) : \text{Quadrant Item}$

$\sum B^2 : \text{All true item quadrant}$

$(\sum X_t)^2 : \text{Quadrant score total}$

$$J_k(i) = \frac{(6403)^2}{30} - \frac{6403}{(18 \times 30)} = 253.66 - 246 = 7.43$$

Third Step = Total Quadrant

$$J_k(t) = \frac{(\sum B)(\sum S)}{(\sum B) + (\sum S)}$$

Where :

$J_k(t) : \text{total Quadrant}$

$\sum B : \text{Wrong score item}$

$\sum S : \text{True score item}$

$$J_k(t) = \frac{(360)(246)}{(360) + (246)} = \frac{88560}{606} = 146.14$$

Fourth Step = Residue Quadrant

$$Jk(s) = Jk(t) - Jk(r) - Jk(b)$$

$$Jk(s) = 146.14 - 26.96 - 7.43 = 111.75$$

Fifth Step = Table

Sources variances	Score Quadrant	Df	Variances
Respondent	26.95	29	$\frac{26.95}{29} = 0.93$
Item	7.43	17	$\frac{7.43}{17} = 0.44$
Residue	146.14	198	$\frac{146.14}{198} = 0.74$
total	180.52	246	$\frac{180.52}{246} = 0.73$

$$\text{Sixth Step} = r_{11} = 1 - \frac{V_s}{V_r}$$

$r_{11}$  = Reliabilities Total

$V_s$  = Variance Respondent

$V_r$  = Variance Residue

$$r_{11} = 1 - \frac{0.74}{0.88} = 1 - 0.84 = 0.16$$

Based on the calculation above, the writer found the result of  $r_{11}$  was 0.16, it means  $r_{11}$  is less than r Product Moment (0.616). So, the tests are reliable.

#### **G. The Data Analysis techniques**

Purpose of this study was to find out the contribution of grammar mastery toward speaking ability of the Second year students of MAN 2 Model Pekanbaru. Before analyzing the two variables, the writer counted the scores of grammar mastery. Furthermore, to know the level of students' grammar mastery, the description is made systematically by using the following formula:

$$S = \frac{C}{N} \times 100$$

In which :      S= the scores of the each student

C= the number of correct answer

N= the number of test items

According to Arikunto<sup>6</sup> the classification of score in the test can be seen in the following table:

**TABLE II.6**  
**THE CLASSIFICATION OF STUDENTS' SCORE**

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Suharsimi Arikunto (Dasar-Dasar Evaluasi Pendidikan,

2009:245

The speaking result was evaluated by concerning five components and each component had score or level. Each component had 20 the highest

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<sup>6</sup> Suharsimi, Arikunto. *Prosedur Penelitian suatu Pendekatan Praktik*. (Jakarta: PT. Asdi Mahasatya, 2006), pp. 210

score and the total of all components is 100. The specification of the test is as follow:

**TABLE II.7**  
**THE SPECIFICATION OF THE TEST**

No	Speaking Skill	Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	comprehension	20
	total	100

After the data were collected, the next step was to find out the contribution of Grammar Mastery (variable x) to the English speaking ability (variable y).

To find the coefficient contribution (r), the writer used simple regression formula based on Hartono<sup>7</sup>. But in this study, the writer used Statistical Package for Social Science (SPSS) 16 for analyzing the data to facilitate the computing process.

To find single prediction the writer uses the following formula:

$$= a + bX$$

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<sup>7</sup> Hartono. *Statistik untuk Penelitian*. (pekanbaru: Zahana Publishing, 2008). pp. 160



## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. DATA PRESENTATION**

The aim of this research is to obtain the influence of second year students' grammar mastery to their speaking ability at MAN 2 Model Pekanbaru. To determine their grammar mastery and their speaking ability, it could be seen from their scores got from the test. The researcher had given two kinds of test. They were grammar mastery test and oral test to students.

##### **1. The Students' Grammar Mastery**

To get the data dealing with the students' grammar mastery, the writer gave the students multiple choices test consists of 20 items. It is developed through three indicators of operational concepts. Every indicator has 7 and 6 item questions.

The data about students' grammar score can be seen in the following table:

**TABLE III.1**  
**FREQUENCY OF VARIABLE X**

grammar					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.3	3.3	3.3
	55	4	13.3	13.3	16.7
	60	8	26.7	26.7	43.3
	65	9	30.0	30.0	73.3
	70	1	3.3	3.3	76.7
	75	4	13.3	13.3	90.0
	80	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

From the table above, it showed that 1 students got score 50 for grammar mastery (3.3%), 4 students got score 55 (16%), 8 students got score 60 (43.3%), 9 students got score 65 (73.3%), 1 students got score 70 (3.3%), 4 students got score 75 (13.3%) and 3 students got score 80 (10.0%). From this analysis, the researcher can interpret that students' grammar mastery is enough because more than half of students got score at enough category.

**TABLE III.2**  
**DESCRIPTIVE STATISTIC**



## STUDENTS' GRAMMAR MASTERY

Statistics		student	grammar
N	Valid	30	30
	Missing	0	0
Mean			64.8333
Median			65.0000
Mode			65.00
Std. Deviation			8.14559
Minimum			50.00
Maximum			80.00
Sum			1945.00

From this table above, the writer describes that the mean score of students' grammar mastery is 64.83, Median 65.00, Mode 65.00, Standard deviation 8.14559, Variance 26.704, Range 16.00, Minimum 50.00 and Maximum 80.00.

### 2. The Students' Speaking Ability

The data were collected by giving oral test to the sample and the results of the test were assessed by concerning five components, namely: grammar, fluency, vocabulary and comprehension. The result can be seen in the following table:

**TABLE III.3**  
**FREQUENCY OF VARIABLE Y**

**speaking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	6.7	6.9	6.9
	50	11	36.7	37.9	44.8
	55	9	30.0	31.0	75.9
	60	2	6.7	6.9	82.8
	65	3	10.0	10.3	93.1
	70	3	9.0	6.9	100.0
	Total	29	96.7	100.0	
	System	1	3.3		
Total		30	100.0		

From the table above, it points out that 2students got score 45 for speaking ability test (6.7%), 11 students got 50 score (36.7%), 9 students got score 55 (30.0%), 2 students got score 60 (6.7%), 3 students got score 65 (10.0%), 3 students got score 70 (9.0%). From this analysis, the writer can interpret that speaking ability is average the majority of students got score at less category.

**TABLE III.4**  
**DESCRIPTIVE STATISTIC**  
**STUDENTS' SPEAKING ABILITY**

Statistics		
	student	speaking

N	Valid	30	30
Mean			54.8276
Median			55.0000
Mode			50.00
Std. Deviation			6.74573
Minimum			45.00
Maximum			70.00
Sum			1590.00

From this table above, the writer describes that the mean score of students' speaking ability is 54.82, Median 55.00, Mode 50.00, Standard deviation 6.74573, Variance 17.561, Range 13.00, Minimum 45.00 and Maximum 70.00.

## **B. DATA ANALYSIS**

This research is used to obtain the contribution between two variables namely: the students' grammar mastery as the independent variable (X) and the students' speaking ability as the dependent variable (Y). The writer used test to find out the students' grammar mastery and oral test is used to find out students' speaking ability.

As what has been explained in chapter 3, the writer used SPSS 16 for the calculation to know the contribution of Grammar Mastery toward

English speaking ability. The following table would show the computation result of the two variables.

**TABLE III.5**

Statistics		
	Grammar mastery (X)	Speaking ability(Y)
N Valid	30	30
Missing	0	
Mean	59.7500	64.8333
Median	61.0000	65.0000
Mode	63.00	65.00
Std. Deviation	7.04473	8.14559
Variance	49.628	50.00
Range	30.00	80.00
Minimum	44.00	45.00
Maximum	74.00	70.00
Sum	2390.00	1590.00

Based on the table III.5, we can interpret that Mean score in students' grammar mastery is 59.75, Median 61.00, Mode 63.00, standard deviation 7.04473, variance 49.628, range 30.00, Minimum 44.00, maximum 74.00, and summation 2390.00. While the mean in speaking ability is 64.83, median 65.00, mode 65.00, standard deviation 8.14559, variance 50.00, range 80.00, minimum 45.00, maximum 70.00 and summation 1590.00

**TABLE III.6**  
**Descriptive Statistics**

	Mean	Std. Deviation	N
Grammar Mastery	59.7500	7.04473	30
Speaking Ability	64.8333	8.27663	30

**TABLE III.7**  
**Regression**

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	speaking <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: grammar

**TABLE III.7**  
**CORRELATION**

		grammar	speaking
grammar	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.000
	N	30	30
speaking	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.000	
	N	30	30

**TABLE III.7**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616 <sup>a</sup>	.580	.358	6.52889

a. Predictors: (Constant), speaking

From the table above, the contribution of students' grammar mastery on their speaking ability shows the correlation (r) on Pearson Correlation is 0.616. R square 0.580, significant level 0.01 or 1% (0.456) and 0.05 or 5% (0.355), with the sig. (2-tailed) is 0.000. The interpretation as follows:

- a. The contribution coefficient is  $0.616 > 0.355$  at significant level 5% and  $0.616 > 0.456$  at significant level 1 % with  $df = 29$ , it can be conclude that  $H_a$  is accepted and  $H_o$  is rejected, which there is significant contribution of students' grammar mastery on their speaking ability at the second year students of MAN 2 Model Pekanbaru.
- b. The probability score or sig. (2-tailed) is  $0.000 < 0.005$ , based on the explanations above it means  $H_o$  is rejected and  $H_a$  is accepted. It means there is significant contribution of students' grammar mastery on their speaking ability at the second year students of MAN 2 Model Pekanbaru.
- c. From the table of contribution of students' grammar mastery toward their speaking ability shows sign (\*\*) which mean there is significant

contribution of students' grammar mastery on their speaking ability at the second year students of MAN 2 Model Pekanbaru.

- d. Based on the table above, it shows that the determination coefficient ( $r^2$ ) is 0.580 or 58%, it can explain that variable X grammar mastery has relationship to variable Y speaking ability about 58%. Meanwhile, 42% (100%-58%) is influenced by another variable.
- e. To find a single prediction, we use formula simple regression formula:

$$= a + bX$$

Where:

Y = the prediction criterion score for an individual

X = an individual's score on predictor variable

a = a constant calculated from the score of all participant

b = a coefficient that indicates the contribution

$$Y = 23.798 + 751 (60)$$

$$Y = 68.85$$

The writer concluded that  $H_0$  (Null Hypothesis) is rejected and  $H_a$  (Alternative Hypothesis) is accepted. It is clear that there is contribution of students' grammar mastery toward their speaking ability at the second year of MAN 2 Model Pekanbaru. To make clear, see appendix 6.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the description on the previous chapter, the writer comes to the following conclusion:

1. The students' grammar mastery at the second year of MAN 2 Model Pekanbaru is categorized into enough level. It is based on the result of test given dealing with the classification of students' score.
2. The students' speaking ability at the second year students of MAN 2 Model Pekanbaru is categorized into less level. It can be proved that from the mean score of students' speaking ability
3. There is a positive contribution of students' grammar mastery toward speaking ability at the second year students of MAN 2 Model Pekanbaru. And the result of coefficient ( $r^2$ ) showed that variable X grammar mastery has relationship to variable Y speaking ability.

#### **B. Suggestions**

Based on the result of the study, the writer proposes some suggestions concerning the research findings as follows:

##### **a. For Teacher:**

1. For teachers, besides teaching the material about speaking, they should be also aware of the component of speaking ability its self, and grammar is the most important one. Because, without grammar students can not speak correctly.
2. The teachers should be able to use every single chance for doing speaking practice in the class. For example, the teachers may use English when they teach or even just give the instruction; in order to the learners have a chance to improve their linguistic aspect (like vocabulary, fluency, pronunciation, etc) and to practice their English too.

**b. For Students**

For students, besides preparing idea to be conveyed when speaking, they also need to have high grammar mastery. By having high grammar mastery, they will increase their ability to speak well. To improve their grammar mastery, the writer also suggests applying grammar while the students practice their English speaking.